

# **The Analysis of Cohesive Devices Used in the Short Story of “A Free Lunch” by Jake Allsop**



**PERANUS TAPLO  
392014506**

**LITERATURE PROGRAM OF ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND LITERATURE  
SATYA WACANA CHRISTIAN UNIVERSITY**

**201**

## Approval Page

This paper about “The Analysis of Cohesive Devices Used in The Short Story of ‘A Free Lunch’” has been defended before the English Language and Literature Faculty’s Examination of Satya Wacana Christian University Salatiga.

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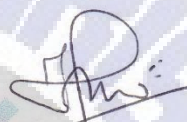
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### Examination Committee,



Esriaty Sega' Kendenan, S.S., M.Hum.

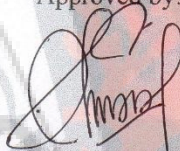
Paper Advisor



Athriyana Santye Pattiwael, S.Pd., M.Hum.

Examiner

Approved by:



Deta Maria Sri Darta, S.Pd., M.Hum.

Head of English and Literature Program

1956



## PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : peranus Taplo  
NIM : 39204506 Email : peranus\_roceta@yahoo.co.id  
Fakultas : Bahasa dan Sastra Program Studi : Sastra Inggris  
Judul tugas akhir : The Analysis of Cohesive Devices Used in the short story of "A Free Lunch"

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Tanda tangan & nama terang pembimbing I

peranus Taplo

Tanda tangan & nama terang mahasiswa

Tanda tangan & nama terang pembimbing II





## PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Peranus Papio  
NIM : 392014506 Email : Peranus\_rocet@yahoo.co.id  
Fakultas : Bahasa dan Sastra Program Studi : Sastra Inggris  
Judul tugas akhir : The Analysis of cohesive devices used in the short story of "A Free Lunch"

Pembimbing : 1. Estiaty Segi Kondean, M. Hum  
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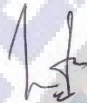
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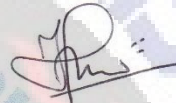
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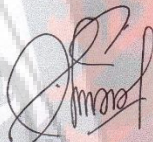
Paper Advisor



Athrivana Santve Pattiwael, S.Pd., M.Hum.

Examiner

Approved by:



Deta Maria Sri Darta, S.Pd., M.Hum.

Head of English and Literature Program

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## ABSTRACT

In order to make a good paragraph, cohesive devices are needed. The cohesive devices such as lexicon and reference are used to connect parts of short stories to make unity in the whole story. The purpose of this study is to answer the research question what are the cohesive devices used in the short story entitled "A Free Lunch". This story is about Cardoso, a taxi driver who has a poor English skill, yet he is confident and friendly to the guest of Grand Hotel. The purpose of Cardoso doing this is to get a free lunch in the hotel. Hence, he pretends to be an official staff of the hotel in order to get a free lunch with them. As a result, his good and friendly attitude led him to get his goal, a free lunch. The result of this study shows that the story of "A Free Lunch" uses some cohesive devices, namely relevance, transition words, order, the repetition of keywords and reference.



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## 1. INTRODUCTION

In learning English, sometimes we find people who are only good in one aspect of English skills, either it is spoken or written English. Most people are good in spoken English, but they find difficulties when they have to write. This may be because we are not born with English, so we need to study English and practice it in our daily life. Through education and routine practice, we will be able to speak and write fluently. I have experienced the case above by myself, during my learning process. Especially in writing. For example, we are suggested to use cohesive devices to make our writing more effective and well connected. As stated by Halliday (1976), providing cohesive devices make the sentences hang together. Coherence in written or spoken are important. Because it is important, I am interested in analyzing those cohesive devices. Cohesion or coherence is integrated patch that hold paragraph together. Having good coherence in a writing project means that your ideas stick together and flow smoothly from one sentence to the next. Therefore, readers of the work can easily understand what the writers want to tell them. Without cohesion, written can seem variably and not connected. Lacking of coherence can lead the readers to confusion and give them difficulties to comprehend our work. Writing sentence were coherent, when the sentence is related together`.

## 2. MEANING AND TYPES OF COHESIVE DEVICES

“Cohesive devices in written or spoken are meaningful when the various segments are connected together to make a unified whole. Cohesive relation is one item that gives the source for interpretation of another journal article.

Balevičienė(2014) said that “cohesion is the possession of every language which is the set of linguistic resources (as part of the textual met function) for linking one part of a text to another. Without cohesion a text loses itself. From being a coherent unit a text becomes just a set of unrelated utterances where the interpretation of some element in the discourse is dependent on that of another.”

In the short story entitled “A Free Lunch” there are 5 cohesive devices which are needed to make a good story. Here are the devices along with definition and example explained by Greg Dorchie(in <http://stcloudstate.edu/style/cohesion.html>).

### a. Relevance

A simple way to build cohesion or flow between sentences is to look at the meaning of a sentence and compare it to the point of the next sentence. They should be related yet not the same. If the two sentences are not closely related, you will lose the readers’ attention, because they will have to guess where you are going. If the two sentences are identical, you are not adding any new information to your work, and the reader will be annoyed.

Example:

“Antigones motivation is family duty, even if it means death. She must rebel which will cause an uproar - the consequences don’t matter to her. This would also explain why she rejects” Ismene” support later in the play. They both have different motivations – “Ismene” has nothing left to lose and wants to go out with a glorious bang.

In this paragraph, two sentences are far too separate and different that cause the relevance in the paragraph is not clear. The first two sentences talk about Antigone’s motivations and how far they will drive her. The focus is then redirected to Ismene, and the paragraph focus is not clear. It lacks cohesion.

### **b. Order**

Writers should always ask themselves “Is this sentence relevant to the idea of this paragraph?” Every paragraph should have a main idea (typically stated in a topic sentence). To maintain cohesion, all sentences within a paragraph should relate to this main idea.

For example, if you are writing a paragraph on why nuclear power plants are an efficient, clean way of generating energy, it may seem out of place to then reflect on why a ducks quack does not echo and the resulting societal implications. More often than not, these sentences are important to your paper, but need to be moved elsewhere: in a separate paragraph or just relocated within the same paragraph so the sentences order is logical.

### **c. Transition Words**

Transition words can help a paragraph flow more smoothly. The following two sentences are far apart, in fact, opposites in content and unconnected in time.

Example:

As one can see, early in the history of the United States, most pollution was created without regard to the environment. Different private groups have taken steps towards preserving nature, including conservationists and environmentalists.

In the paragraph, the readers may have confusion since there is a time gap between the two sentences. The first sentence explains the pollution in the early history, whereas the second sentence discuss about the pollution nowadays. To make it clearer, the transition word “however” announces the contrasting relationship for the reader, avoiding the stop and start rollercoaster effect and creating cohesion. “Today” moves the reader from “early history.”

### **d. Repetition of Key Words**

Repeating key terms related to the main idea of the paragraph makes an invisible rope for readers to follow – a few hand holds. However, do not repeat words for the sake of repetition;

the reader needs to occasionally be reminded of your focus, not beaten over the head with unnecessary repetitions.

Example : The following paragraph focuses on the negative impact of the recession on restaurants. Follow the key words, variations of “economy,” “restaurant,” and “weak”; they tie sentences together as each negative effect is added to the paragraph.

#### **e. Reference**

Reference, as the first category of grammatical cohesive devices, involves the use of pronoun articles or adverbs to refer back or forward to an item mentioned in the linguistic or situational text.

From the sentence above, this reference is included in example of demonstrative reference, because it involves the use of pronoun or adverb.

“Demonstrative reference can be expressed through adverbs. These referring expressions might be a single word, a phrase or longer stretches of the text, including several paragraphs or pages. For example, the rich would have spoken on the value of thrift and the life grown eloquent over the dignity of labor. It was charming to have escaped all that”. (Halliday&Hasan, 1976, in Taurozaité,2009)



### 3. ANALYSIS OF COHESIVE DEVICES IN “A FREE LUNCH” SHORT STORY

To analyze the use of cohesive devices in written work, the writer uses the story of “A Free Lunch” written by Jake Allsop. The story is about an ordinary taxi driver named Cardoso, who used his limited English skill to get free lunch by pretending to be a quid for a foreign people. In this simple great story, the author has used some cohesive devices. Therefore, the plot of the story is easy to understand by the readers.

#### a. Relevance

A simple way to build cohesion or flow between sentences is to look at the meaning of a sentence and compare it to the point of the next sentence.

##### Extract 1a

“Good morning, gentleman. I am Cardoso, at your service!”

The group he was addressing were all women, but that did not bother Cardoso. He was proud of the English he has learned as a youngster. He spoke rapidly, smiling all the time as he did so. Unfortunately, he rarely understood what was said to him, but this did not bother him either.

The sentences above always focus on Cardoso. It shows that the order of the sentences is already good because they focus on some point or ideas, that are related to him. On the first sentence, Cardoso greeted the people whom he met by saying “good morning gentlemen”. Whereas, the second sentence shows the group of people whom Cardoso greeted. The group he was addressing were all women. Those two sentences show the relevant ideas about greeting people.

In writing, relevance is important to build the flow between sentence. That’s why, readers will not be confused or will not lose the attention about the story.

The relevance between the two sentences is good. It is good because the writer clearly explain who was meant by “gentlemen” in the second sentence. The readers know that the people he greeted were a group of women, although he greeted them with “good morning gentleman” which is a greeting addressed for a men.

### Extract 1b

As they walked into the hotel on the first morning, a funny little man come to greet them, a big smile on his face. “good morning. I am Cardoso, at your service”.

Here, the author uses another relevance. In the first sentence, there is “a funny little man”. The readers understand well that the “funny little man” refers to Cardoso, who was mentioned in next sentence.

### **b. Transition Words**

Transition words can help a paragraph flows more smoothly. Transition word is also a piece of writing that smoothly connects between two sentences, ideas, or topics to make a writing more connected. Transitions words can provide a connection between ideas, sentences and paragraphs, and help to make a piece of writing flow better.

In writing there are many types of transition words. In this story, there is one of transition words used by the author, i.e contrast.

#### **Contrast**

Contrast shows that two things are different in one or more ways. They also inform us when something is going to be different from what we might expect.

### Extract 2a

He spoke rapidly, smiling all the time as he did so. Unfortunately, he rarely understood what was said to him, but this did not bother him.

in the paragraph above is used to show an idea is in contradiction to the idea stated previously. In extract 2 we also can see another word that shows contrast such as “but”. We can see that Cardoso actually did not really understand what was said to him. However, he did not feel confused. His lack of understanding did not bother him to converse with the guests.

From the extract above, there is contrastive idea in the second sentence. In the first sentence, it is said that Cardoso looks so confident as if he was a real hotel guide

and understand English. In the next sentence, it turns out that Cardoso actually did not understand what was said to him. Here, after the comma, the word “but” is a transition word that shows the relation of contrast between the two phrases in sentence 2. It shows that although Cardoso did not understand English, it did not bother him at all because of his high self-confidence.

#### Extract 2b

‘It looks very good,’ said the leader.

‘I do, too,’ he said. The leader shook her head again. She was glad when the lunch was over. It was a good lunch, though, and Cardoso went for a sleep in his taxi when the women went back to their conference.

In Extract 2b, the writer used ‘though’ as one of transition words that show contrast. From the conversation between Cardoso and the leader, it can be seen that the leader had no idea whether Cardoso actually understood what she said or not. She just could shake her head when Cardoso’s response to her every single question was unrelated and felt happy when the lunch was finally over. The transition ‘though’ shows that the leader enjoyed her lunch, despite of her confusion in facing Cardoso.

#### **c. Order**

Every paragraph should have a main idea that is typically stated in a topic sentence. To maintain cohesion, all sentences in paragraph should relate to this main idea. Therefore it is necessary to use order devices in the form of short as well as long paragraph, to show the sequence of the certain activities.

#### Extract 3

When they come out at the end of the morning session, Cardoso was waiting for them.

“Good! You have talked, now you must eat. Follow me.”

As we can see, the main idea of Extract 3 was that Cardoso wanted to get free lunch. Here, the author uses order as one of cohesive devices to make the readers understand how Cardoso can get a free lunch. The correct uses of time orders were used in this part. At first, Cardoso

waited until the conference finished by using the time expression “when”. It shows that Cardoso has waited for group of women when they finished their morning session of conference. Then, he came to them, invited them to have lunch together and ask them to follow him. In this part, the time expression used is “now”.

In the extract, the readers could understand the steps of Cardoso’s efforts to get a free lunch. The writer is successful to show some points about Cardoso. The sentences above also show good example of order.

#### **d. The Repetition of key Words**

Repeating key terms related to the main idea by the paragraph makes an invisible rope for readers to follow a few hand holds. However, do not repeat words for the sake of repetition; the reader needs to occasionally be reminded of your focus, not beaten over the head with unnecessary repetitions.

##### Extract 4

The group he was addressing were all women, but that did not bother Cardoso.

The women stared at him, not sure if he was an official or a madman.

In the story, the writer repeats the idea by mentioning “the group” into “the women”, to give focus about the actors in the story.

In the story, the focus is about Cardoso and a group of women whom he led. Here, in order to make readers stay focus, the writer uses the correct keyword. The word “the group” in first sentence and “the women” in second sentence emphasize that the women mentioned in the story is the group of North Korean women.



#### e. Reference

Reference as the first category of grammatical cohesive devices, involves the use of pronoun articles or adverbs to refer back or forward to an item mentioned in the linguistic or situational text.

##### Extract 5

"Cardosa. I am Cardosa, at your service." She looked at him. He was clearly a European, probably one of those Portuguese who has stayed on after independence. "We are here for the conference."

Those are the example of reference. On the first example, the name "Cardosa" is then referred to "I am". On the second example, "Cardosa" is referred as "him" as the object and "he" as the subject. By using pronoun "I", "him" and "he" that refer to Cardosa, readers will easily understand who was being talked in the paragraph.

Another use of reference can be seen in the Extract 6 below.

##### Extract 6

"This," he said holding up something grey on the end of his fork, "is local specialty, bacalhau. Codfish."

The word "This" in extract 8 refers to "bacalhau" or "Codfish" that later was explained by Cardosa. Although the writer use "this" in the beginning of the sentence, but he explained well that it refers to the name of a menu 'bacalhau'.

So, reference is important to give clear understanding to the reader about the name of the character or certain object in a story as it may be repeated several time, by using certain pronoun.

#### 4. CONCLUSION

In the “Free Lunch” short story, the cohesive devices used by the author are very useful to help the writer in analyzing the story. There are five cohesive devices used in the “Free Lunch”, which are relevance, transition words, order, repetition of keywords and references. The uses of the devices are marked by the use of certain words under each category.

For relevance, the author explained very well that the group whom Cardoso talk to is all women through “The group he was addressing were all women, but...”. Here, the first and second sentences are still relevance. In transition word, there is only relation of contrast use in the story. In this category, the author uses “but” and “though”. In Extract 2a, the phrase “but this did not bother him” shows a contrary relation between Cardoso’s confidence and understanding about English. Whereas in Extract 2b, the sentence “It was a good lunch, though” shows a relation of contrast between the group leader’s confusion about Cardoso and her satisfaction with the lunch. In order, there is some time expression such as “when” and “now”. This use of proper order gives readers more opportunities to know the process of Cardoso’s efforts in getting free lunch. For cohesive device repetition of keywords, the author repeats a keyword to emphasize more. The keywords are “the group” and “the women”. The last, in reference, the author has used the cohesive device properly.

From the wise and proper use of cohesive devices in “Free Lunch”, the writer gets deeper understanding that those devices are really important to be inputted in a story. A written work without any use of cohesive device can cause confusion to the readers. They may not know the main point of the story and be confused by the unclear plot if there is no device at all. For the writer himself, even though the story of “Free Lunch” is very short, the writer can completely understand it without any confusion. Besides, it gives the writer more easiness to finish this paper well. The writer does not forget to deliver his

gratitude to all people who are involved to help him in the making of this paper. If there are some mistakes in this paper, the writer wishes for criticism and advices from the reader for his betterment.



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## Appendix

### "A Free Lunch" Short Story

#### A Free Lunch

'Good morning, gentlemen. I am Cardosa, at your service!'

The group he was addressing were all women, but that did not bother Cardosa. He was proud of the English he had learned as a youngster. He spoke rapidly, smiling all the time as he did so. Unfortunately, he rarely understood what was said to him, but this did not bother him either.

The women stared at him, not sure if he was an official or a madman.

'Welcome to Lubango. Welcome to the Grand Hotel. Anything you want, ask Cardosa!'

The leader of the group decided he must be an official. 'We are here for the conference, Comrade er ...'

'Cardosa. C-A-R-D-O-S-A. I am an Angolan citizen. Welcome!'

She looked at him. He was clearly a European, probably one of those Portuguese who had stayed on after Independence.

'We are here for the conference.'

'Ah yes, a beautiful country,' said Cardosa with another broad smile.

The women were from North Korea and weren't confident of their English. They didn't know if they had not understood him, or if he did not understand them.

'North Korea,' said the leader uncertainly. 'We have come for the Trade Union Congress.'

Cardosa smiled again. He recognised the word 'congress'; it was almost the same word in Portuguese. 'Ah yes, the Congress! Please follow me, gentlemen.'

The women looked at each other and then at Cardosa. He spread his arms out. 'Do not worry! I know the way. I will take you to the conference room.' He led the way and the women, having no better alternative, followed him. He kept up a conver-

sation over his shoulder as he walked. 'Pleased to meet you. How are you? Anything you need? A taxi, cigarettes, eat, drink ... just ask Cardosa.'

'We are the North Korean delegation,' the leader said. 'Who are you?'

'I am very well,' replied Cardosa.

'Are you our guide?'

He looked at his watch. It no longer worked, but it looked good on his wrist. 'Eight-thirty!' he said confidently. The leader looked at her colleagues and shook her head.

He showed the delegates into the conference room and bowed low. 'Goodbye. See you later, er, comrades.'

When they came out at the end of the morning session, Cardosa was waiting for them. 'Good! You have talked, now you must eat. Follow me.' As he led them towards the dining-room, the leader tried again.

'Are you a government official, Comrade Cardosa?'

'Very good. Yes, the food here is very good. You will enjoy it! He sat next to the leader at the long dining-table which had been laid specially for them.

'This,' he said, holding up something grey on the end of his fork, 'is a local speciality, *bacalhau*. Codfish.' He spoke as if he had personally caught it that morning just for them.

'It looks very good,' said the leader.

'I do, too,' he said. The leader shook her head again. She was glad when the lunch was over. It was a good lunch, though, and Cardosa went for a sleep in his taxi when the women went back to their conference.

A couple of weeks later, a delegation of Cuban women arrived in Lubango for the Women's Health Congress. As they walked into the hotel on the first morning, a funny little man came to greet them, a big smile on his face.

'Good morning, gentlemen. I am Cardosa, at your service! His taxi business made very little money, but Cardosa certainly knew how to get a free lunch.